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ABSTRACT

The script for a slide show which describes the goal-setting process undertaken by the Elkhart (Indiana) Community Schools to determine educational priorities is presented along with reproductions of the slides used in the show. Topics covered in the script and the slide reproductions include: (1) background information on the Elkhart schools; (2) seven questions to be addressed when designing a needs assessment study; (3) a diagram of the model used for the goal-setting process; (4) a description of the process used to gain parent and community input; (5) the format used for data collection; (6) the process and timelines used to study the data including board sessions and hearings; and (7) the 5-year priority schedule developed from the needs assessment recommendations. The 1983-1988 District Goals and Priorities of the Elkhart Community Schools is appended. (DC)

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1983 NSBA Convention/San Francisco April 23-26
Speaker Brotherson Clinic No. B-34

PRESENTATION: NSBA PANEL, SAN FRANCISCO, CA, 4/24/83, 9:00 A.M.

"HOW TO SET GOALS FOR YOUR SCHOOL SYSTEM"

PATRICIA A. BROTHERSON, VICE PRESIDENT
BOARD OF SCHOOL TRUSTEES, ELKHART COMMUNITY SCHOOLS
2720 CALIFORNIA ROAD, ELKHART, INDIANA 46514
219/295-4740

IF PRESSURE WAS MONEY, MOST SCHOOL BOARDS WOULD BE HANDLING ENOUGH TO TAKE CARE OF THE SCHOOL CORPORATION BUDGET PROBLEMS FOR MANY YEARS. THE PRESSURE TO UTILIZE RESOURCES WISELY DEMANDS THAT SCHOOL BOARDS ESTABLISH SHORT AND LONG RANGE GOALS, TAKING INTO ACCOUNT THE EXPECTATIONS OF THEIR COMMUNITIES.

A LITTLE DATA ON THE ELKHART COMMUNITY SCHOOLS:

- ENROLLMENT 11,351 (Grades K-12)
- ENROLLMENT DECLINE IN PAST TEN YEARS: 3,400
- 15 ELEMENTARY SCHOOLS
- 4 JUNIOR HIGH SCHOOLS
- 2 SENIOR HIGH SCHOOLS
- 1 AREA VOCATIONAL SCHOOL
- 1 JOINT SCHOOLS SPECIAL EDUCATION PROGRAM
- 1 SECONDARY ALTERNATIVE SCHOOL

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A COMMUNITY THAT HAS VALUED QUALITY EDUCATION, BOTH PAST AND PRESENT, WHICH NOW FINDS THAT THROUGH A STATE-WIDE PROGRAM OF EQUALIZING EDUCATIONAL OPPORTUNITIES SINCE 1973, TWO MAJOR PROBLEMS HAVE DEVELOPED

- DWINDLING RESOURCES
- DECLINING STUDENT ENROLLMENT

THREE YEARS AGO, THE BOARD VOLUNTARILY INTEGRATED ITS SCHOOL PROGRAM, REALIGNING JUNIOR HIGH SCHOOL BOUNDARIES AND CLOSING SCHOOLS. IN FACT, IN MY SEVEN-YEAR TENURE ON THE BOARD, WE HAVE CLOSED FOUR ELEMENTARY SCHOOLS AND--AS YOU WILL SEE FROM MY PRESENTATION--PLAN TO CLOSE AN ADDITIONAL ELEMENTARY AND A JUNIOR HIGH SCHOOL.

SETTING GOALS FOR YOUR DISTRICT -- DR. VAN METER, PROFESSOR AT KANSAS STATE UNIVERSITY, HAS PRESENTED A SET OF QUESTIONS EACH BOARD MEMBER MIGHT WANT TO ASK PRIOR TO MAKING A FINAL DECISION FOR A LOCAL NEEDS ASSESSMENT EFFORT. THEY ARE:

(SLIDE 1)

1. WHAT, EXACTLY, IS THE PURPOSE FOR CONDUCTING THE NEEDS ASSESSMENT STUDY?
2. WHAT KINDS OF RECENTLY-COMPLETED NEEDS ASSESSMENT INFORMATION ALREADY EXISTS WITHIN THE DISTRICT?
3. ARE THERE OTHER KINDS OF NEEDED AND IMPORTANT INFORMATION THAT MIGHT BE COLLECTED DURING THE STUDY?
4. WILL THE NEEDS ASSESSMENT STUDY BE CONDUCTED BY SCHOOL DISTRICT PERSONNEL OR BY SOME OUTSIDE CONSULTING INDIVIDUAL OR AGENCY?
5. WHO, WITHIN THE SCHOOL SYSTEM, WILL BE ASKED TO PARTICIPATE?
6. IN WHAT MANNER WILL THE RESULTS OF THE NEEDS ASSESSMENT BE REPORTED TO THE BOARD OF EDUCATION AND THE PUBLIC?
7. HOW WILL ANY DECISIONS BE MADE CONCERNING POTENTIALLY NEEDED CHANGES SUGGESTED BY THE RESULTS OF THE NEEDS ASSESSMENT STUDY?

EDDY J. VAN METER
KANSAS STATE UNIVERSITY

(END OF SLIDE)

AFTER A BOARD HAS STUDIED THESE QUESTIONS, THEN A NEEDS ASSESSMENT STUDY CAN BEGIN.

HERE IS THE ELKHART COMMUNITY SCHOOLS' NEEDS ASSSESSMENT AND PRIORITY ESTABLISHING PROCESS:

(SLIDE 2)

GOAL SETTING MODEL - THIS IS A SCHEMATIC DIAGRAM OF THE TOTAL PROCESS.

(SLIDE 3)

INTENT OF SCHOOLS TO ESTABLISH BOTH SHORT AND LONG RANGE GOALS.

(SLIDE 4)

TODAY IT IS ESSENTIAL THAT COMMUNITIES BE INVOLVED. THIS WAS OUR RANDOM SAMPLING PROCESS. WE TOOK EVERY 20th PARENT IN OUR SCHOOLS AND INVITED THEM TO ATTEND A MEETING. IF THE PERSON REFUSED, WE TOOK THE NEXT PERSON ON THE ROSTER UNTIL APPROXIMATELY 5 PERCENT ACCEPTED THE INVITATION TO ATTEND. (ABOUT 480 PARTICIPATED)

(SLIDE 5)

MEETINGS WERE HELD IN ELEMENTARY SCHOOLS WITH ELEMENTARY, JUNIOR AND SENIOR HIGH SCHOOL PARENTS ATTENDING. THE CHAMBER OF COMMERCE SUPPLIED BUSINESS PERSONNEL. WE RANDOMLY CALLED 750 PATRONS FROM THE PHONE BOOK TO GET PARTICIPATION OF APPROXIMATELY 50 PATRONS WITHOUT YOUNGSTERS IN SCHOOL.

(SLIDE 6)

FORMAT FOR DATA COLLECTION

- PRESENTED DATA ON SCHOOLS AS A MEANS OF DISSEMINATING ALL THE THINGS THE SCHOOLS WERE DOING. THIS IS AN OPPORTUNITY FOR PUBLIC RELATIONS.
- TWO PERSONS COMPLETE (GREEN CARD)
- 8-10 PERSONS COMPLETE (YELLOW CARD)
- TOTAL GROUP - APPROXIMATELY 30-60 PERSONS (NEARLY 700 TOTAL)
- ALL CARDS WERE KEPT WITH COMMENTS AND ALL COMMENTS WERE COMPILED.

(SLIDE 7)

GREEN CARD - 2 PERSONS

(SLIDE 8)

YELLOW CARD - 8-10 PERSONS

(SLIDE 9)

COMMITTEE THAT STUDIED DATA AND DEVELOPED BROAD GOALS FOR BOARD STUDY USE. RECOMMENDATIONS PRESENTED TO BOARD IN SEPTEMBER, 1982.

(SLIDE 10)

BOARD STUDY SESSIONS

- MATERIAL GIVEN TO BOARD WELL IN ADVANCE
- TWO SESSIONS - NOON TO 11:00 P.M. (OCT., NOV., 1982)
- ADMINISTRATION DEVELOPED REPORT FOLLOWING DISCUSSIONS

(SLIDE 11)

HEARINGS

- REPORT PUBLISHED IN LOCAL PAPER PRIOR TO HEARINGS
- TWO COMMUNITY-WIDE HEARINGS
  (FIRST TWO WEEKS IN JANUARY, 1983)
- REGULAR BOARD MEETING (JANUARY, 1983).
  COMMENTS WERE MOSTLY BOUNDARY CONCERNS.

(SLIDE 12)

ADOPTION, IMPLEMENTATION AND EVALUATION OF GOALS

(JANUARY, 1983)

- 5-YEAR PROCESS
- BOARD WANTED AN EASILY UNDERSTOOD SCHEDULE OF PRIORITIES

(SLIDES 13-16)

PRIORITY SCHEDULE

- NOTE 5-YEAR PROJECTIONS
- MANY ARE ON-GOING WHILE OTHERS HAVE A CLOSURE DATE
- ADMINISTRATION ASSIGNED RESPONSIBILITY TO DEVELOP PLANS FOR BOARD APPROVAL, TO IMPLEMENT AND EVALUATE PROGRAM.

(END OF SLIDES)

IT HAS TAKEN THE ELKHART COMMUNITY SCHOOLS TWO YEARS TO GET TO THE STAGE OF IMPLEMENTATION; HOWEVER, WE BELIEVE WE NOW HAVE A ROAD MAP FOR THE NEXT FIVE YEARS.

ANY BOARD CAN CONDUCT SUCH A NEEDS ASSESSMENT STUDY WITH ITS STAFF. IT PROVIDES FOR COMMUNITY INPUT, STAFF INPUT, AND BOARD ACCOUNTABILITY.

IF YOU ARE INTERESTED IN OBTAINING MORE INFORMATION, PLEASE LET ME KNOW.

****

SLIDE 1

1. WHAT, EXACTLY, IS THE PURPOSE FOR CONDUCTING THE NEEDS ASSESSMENT STUDY?

2. WHAT KINDS OF RECENTLY COMPLETED NEEDS ASSESSMENT INFORMATION ALREADY EXIST WITHIN THE DISTRICT?

3. ARE THERE OTHER KINDS OF NEEDED AND IMPORTANT INFORMATION THAT MIGHT BE COLLECTED DURING THE STUDY?

4. WILL THE NEEDS ASSESSMENT STUDY BE CONDUCTED BY SCHOOL DISTRICT PERSONNEL OR BY SOME OUTSIDE CONSULTING INDIVIDUAL OR AGENCY?

5. WHO, WITHIN THE SCHOOL SYSTEM, WILL BE ASKED TO PARTICIPATE?

6. IN WHAT MANNER WILL THE RESULTS OF THE NEEDS ASSESSMENT BE REPORTED TO THE BOARD OF EDUCATION AND THE PUBLIC?

7. HOW WILL ANY DECISIONS BE MADE CONCERNING POTENTIALLY NEEDED CHANGES SUGGESTED BY THE RESULTS OF THE NEEDS ASSESSMENT STUDY?

EDDY J. VAN METER
KANSAS STATE UNIVERSITY

1981-82
ELKHART COMMUNITY SCHOOLS
GOAL SETTING MODEL

1 EDUCATIONAL GOAL SETTING FOR ELKHART COMMUNITY SCHOOLS

TO ESTABLISH SHORT (1-2 YEARS) AND LONG (3-5 YEARS) RANGE GOALS

2 GOAL SETTING COMMUNITY INPUT

- 5% OF PARENTS OF CHILDREN IN SCHOOL - K-12 GRADES
- 1% OF TOTAL RESPONDENTS WITHOUT STUDENTS IN SCHOOL
- BUSINESS COMMUNITY (GECC)
- 5% SOPHOMORES, 10% JUNIORS, 5% SENIORS

PROFESSIONAL EDUCATOR INPUT

- 15% OF ECS TEACHING STAFF
- 15% OF ADMINISTRATORS

3 STRUCTURE TWO-HOUR MEETINGS TO BE HELD WITH EACH GROUP

- K-12 PARENTS
- BUSINESS COMMUNITY
- STAFF
- STUDENTS
- PARENTS W/O STUDENTS IN SCHOOL

COLLECTION OF DATA

4 REVIEW OF DATA BY PROF./STAFF/PATRONS COMM. WITH GENERAL GOAL-SETTING RECOMMENDATIONS.

6 LAY PERSONS (BOARD APPOINTMENT)
6 TEACHERS (ETA APPOINTMENT)
6 ADMINISTRATORS (SUPT. APPOINTMENT)

5 BOARD/ADMINISTRATIVE RETREAT

RE: GOAL ESTABLISHMENT IMPLEMENTATION

RE: EVALUATION

(WORK SESSIONS)

6 BOARD HEARINGS

- PUBLISH IN NEWSPAPER
- 2 COMMUNITY
- 1 BOARD MEETING

7 ADOPTION OF GOALS

SHORT-RANGE (1-2 YEARS)

LONG-RANGE (3-5 YEARS)

8 IMPLEMENTATION AND EVALUATION OF GOALS

(5-YEAR PROCESS) (1983-1988)

SLIDE 3

1

EDUCATIONAL GOAL SETTING FOR
ELKHART COMMUNITY SCHOOLS

TO ESTABLISH SHORT
(1-2 YEARS)
AND LONG
(3-5 YEARS)
RANGE GOALS

10

2

GOAL SETTING COMMUNITY INPUT

- 5% OF PARENTS OF CHILDREN IN SCHOOL-K-12 GRADES
- 1% OF TOTAL RESPONDENTS WITHOUT STUDENTS IN SCHOOL
- BUSINESS COMMUNITY (GECC)
- 5% SOPHOMORES, 10% JUNIORS, 5% SENIORS

PROFESSIONAL EDUCATOR INPUT

- 15% OF ECS TEACHING STAFF
- 15% OF ADMINISTRATORS

3

STRUCTURE TWO-HOUR MEETINGS TO BE HELD WITH EACH GROUP

- K-12 PARENTS
- BUSINESS COMMUNITY
- STAFF
- STUDENTS

COLLECTION OF DATA

Format For Data Collection
(Two Hours Required)

I. Presentation of Data (Background Information)

- 2 min. o Purpose - Dr. Miller
- 4 min. o Budget/Funding - Mr. Scher
- 4 min. o Enrollments (Past, Present, Projected) - Mr. Hungate
- 3 min. o Curriculum Cycle - Dr. Franklin
- 4 min. o Elementary - Mr. Massey
- 4 min. o Secondary - Dr. Breniman

II. Collection of Data

A. Two Persons (green card)

1. What is the ECS doing well? (List 3)

2. What is the ECS doing poorly? (List 3)

3. What should the ECS be doing three years from now? (List 3)

B. Eight-Ten Persons (yellow card)

Repeat Process.

BREAK

C. Total Group (Approximately 30-60 persons)

Each group responded to summarization

Use newsprint placed around room

Use overhead to plan final

2 PERSONS

Needs Assessment Survey

Side 1

1. *What is the Elkhart Community School Corp. doing well?*
   a. _____
   b. _____
   c. _____

2. *What is the Elkhart Community School Corp. doing poorly?*
   a. _____
   b. _____
   c. _____

3. *What should the Elkhart Community School Corp. be doing three years from now?*
   a. _____
   b. _____
   c. _____

8-10 PERSONS **Needs Assessment Survey** Title 8

1. *What is the Elkhart Community School Corp. doing well?*
   a. _____
   b. _____
   c. _____

2. *What is the Elkhart Community School Corp. doing poorly?*
   a. _____
   b. _____
   c. _____

3. *What should the Elkhart Community School Corp. be doing three years from now?*
   a. _____
   b. _____
   c. _____

SLIDE 9.

4

REVIEW OF DATA
BY PROF./STAFF/PATRONS COMM.
WITH GENERAL GOAL-SETTING
RECOMMENDATIONS.

6 LAY PERSONS (BOARD APPOINTMENT)

6 TEACHERS (ETA APPOINTMENT)

6 ADMINISTRATORS (SUPT. APPOINTMENT)

SLIDE 10

5

BOARD/ADMINISTRATIVE RETREAT

RE: GOAL ESTABLISHMENT
IMPLEMENTATION

RE: EVALUATION

(WORK SESSIONS)

17

SLIDE 11

6

BOARD HEARINGS

- PUBLISH IN NEWSPAPERS
- 2 COMMUNITY
- 1 BOARD MEETING

18

7

ADOPTION OF GOALS

SHORT-RANGE (1-2 YEARS)
LONG-RANGE (3-5 YEARS)

8

IMPLEMENTATION AND EVALUATION
OF GOALS

(5-YEAR PROCESS)
(1983-1988)

Slide 13

ELKHART COMMUNITY SCHOOLS
Elkhart, Indiana

PRIORITY SCHEDULE
Needs Assessment Recommendations
January 25, 1983

Priority Item	Priority Completion Schedule					
	1983	1984	1985	1986	1987	1988
A. GRADE REORGANIZATION						
1. Realign 9th grade students to high school		Aug.				
2. Develop curricular changes for Grades 7-8 to be accommodated in three junior high schools and encourage staff input regarding programs to be implemented.		Aug.				
3. Develop curricular program for Grades 9-12 to be accommodated in two high schools		Aug.				
4. Employ architect to study Memorial space	Feb.					
B. CLOSING OF SCHOOL FACILITIES						
1. Close Lincoln School	June					
a. Reassign students to Cleveland, Hawthorne and Woodland schools	Aug.					
1) Provide two-way kindergarten transportation for Lincoln students only.	Aug.					
b. Encourage open enrollment of Lincoln students						Aug.
c. Sell Lincoln School	June					
2. Close Brookdale School		June				
a. Sell Brookdale School		Aug.				
b. Realign students to North Side, Pierre Moran, West Side schools		Aug.				
C. HIGH SCHOOL BOUNDARY ADJUSTMENT						
1. Move northeast Memorial/Central boundary west to coincide with Osolo/Pinewood elementary school boundary.	Aug.					
a. All 9th graders in adjusted area enrolled at Brookdale in 1982-83 attend Central H.S.	Aug.					
b. All currently enrolled students at Memorial in adjusted area may complete high school at Memorial			June			
c. New students in adjusted area enroll at Central	June					
D. SCHOOL FUNDING						
1. Continue to develop an effective lobby/informational system to elicit legislator support for some form of local option (income) tax to provide for a means of additional local revenue for educational purposes.						Aug.

18

22

20

Slide 14

Priority Item	Priority Completion Schedule 1983	1984	1985	1986	1987	1988
D. SCHOOL FUNDING - continued						
2. Develop a program of building renovation for Riverview School and the three junior high schools to bring up to code regarding health/safety/energy efficiency.	▶Aug.					
a. Develop program for elementary playground improvement.	▶Aug.					
3. Increase the levy of the cumulative building fund to complete the above projects for a five-year period.	▶Aug.					
E. TRANSPORTATION						
1. Develop a study committee report regarding elementary transportation for possible dismissal outside secondary school day. Make recommendation to Board	.....	▶June				
2. Provide one pilot or trial year of extra-curricular transportation for high school and junior high schools during 1984-85.	.....	▶Aug				
3. Provide two-way transportation for Lincoln kindergarten students only.	▶Aug.					
F. RENOVATION						
1. Riverview School						
a. Architect to begin study for renovation to building to provide for energy efficiency and to meet current construction/health/safety codes.	▶Feb.					
b. Two section per grade 1-6 plus kindergarten, special education (2), media center, gym, combined art/music/cafeteria.						
2. Elementary playgrounds at Beck, Bristol, Cleveland, Feeser, Osolo, Pinewood.	.....	.....	.....	.....	.....	▶Aug.
3. Junior High Schools	.....	.....	▶Dec.			
a. Same as 1a above						
b. Study needs related to North Side Gym						
G. OPEN VS. CLOSED HIGH SCHOOL LUNCH HOUR						
1. A modified, possibly shortened, lunch period for both high schools designed to encourage student participation in school-related activities during the noon hour will be developed for implementation.	.....	▶Aug.				

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Slide 15

Priority Item	Priority Completion Schedule 1983	1984	1985	1986	1987	1988
H. BASIC SKILLS						
1. Develop multi-departmental responsibilities for teaching composition, reading, vocabulary, spelling.	.....	.....	▶ Aug.			
2. Clearer definition of remedial and enriched programs.	.....	▶ Aug.				
3. Revision of language arts goals and objectives	.....	▶ Jan.				
4. Monitor classrooms and assist teachers in basic skills instruction.	.....	.....	.....	.....	.....	▶ Aug.
5. Develop computer literacy program to assure proper scope and sequence in Grades 7-8.	.....	.....	▶ Aug.			
6. Study realignment of staff positions into high priority skill areas.	.....	.....	.....	.....	.....	▶ Aug.
I. ELEMENTARY SCHOOL SERVICES						
1. Monitor classroom instruction programs to assure the most productive utulization of allocated classroom time, and study the possibility of lengthening the school day.	.....	▶ Aug.				
2. Provide appropriate inservice training to existing staff to upgrade skills in special areas.	.....	.....	.....	.....	.....	▶ Aug.
3. Through building closing and other cost savings, utilize, where possible, realignment of staff positions to provide special elementary services.	.....	.....	.....	.....	.....	▶ Aug.
a. Supervisor of math/science, Gr. 1-8	.....	▶ Aug.				
b. Supervisor of art, Gr. 1-6	.....	▶ Aug.				
c. Supervisor of physical education, Gr. 1-6	.....	▶ Aug.				
d. Reading resource specialist, Gr. 1-6	.....	▶ Aug.				
e. Other specialists in identified areas of need, i.e., social workers, Gr. K-6	.....	.....	.....	.....	.....	▶ Aug.
f. Coordinator of volunteers	.....	▶ Aug.				
J. EARLY DETECTION OF STUDENT NEEDS						
1. Continue to press through home/school communications greater acceptance of parental responsibilities for child development than currently exists.	.....	.....	.....	.....	.....	▶ Aug.
2. Use all available community resources in detecting and addressing student needs.	.....	.....	.....	.....	.....	▶ Aug.
3. As buildings are closed, or when possible, utilize reallocation of existing positions to create social worker positions.	.....	.....	.....	.....	.....	▶ Aug.
4. Utilize all outside funding possibilities to provide additional social services for elementary schools.	.....	.....	.....	.....	.....	▶ Aug.

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Slide 16

Priority Item	Priority Completion Schedule 1983	1984	1985	1986	1987	1988
K. PRODUCT EVALUATION						
1. Thoroughly examine current graduation requirements to develop recommendation to Board.	.....	.....	▶ Aug.			
2. Examine the pros and cons of issuing multiple diplomas.	.....	.....	▶ Aug.			
3. Develop a more sophisticated means of assuring the effectiveness of the Elkhart Community Schools' product. The community should be involved in such a process.	.....	.....	.....	.....	.....	▶ Aug.
4. The number and breadth of existing programs must be reviewed and probably reduced in light of the reality of a constrained budget.	.....	.....	.....	.....	.....	▶ Aug.
L. INSERVICE/STAFF DEVELOPMENT						
1. Re-evaluate the role of the school counselor by developing and implementing a position description of the scope, role and responsibilities of the counselor.	.....	▶ Aug.		◀		
2. Implement a teacher evaluation cycle that will be realistic in terms of administrative time, beneficial to involved teachers, and fruitful in terms of improved performance.	▶ Aug.					
3. Utilize block grant and other outside funding sources to develop a meaningful and helpful inservice program.	.....	.....	.....	.....	.....	▶ Aug.
4. Encourage opportunities for certified staff members and the "public" to exchange ideas on the education of our youth.	.....	.....	.....	.....	.....	▶ Aug.
M. COMMUNITY INTERACTION						
1. Provide more opportunity for public use of school facilities.	.....	.....	.....	.....	.....	▶ Aug.
2. Each school will develop an advisory council to meet regularly with the principal about school affairs.	.....	.....	.....	.....	.....	▶ Aug.
3. Continue a strong and expanded specific community communication program.	.....	.....	.....	.....	.....	▶ Aug.
4. Utilize freely the services of the news media to publicize school accomplishments.	.....	.....	.....	▶ Aug.		
5. Realign staff to provide for a coordinator of volunteers to assure the greatest utilization of community assistance throughout the Elkhart Community Schools.	.....	▶ Aug.				
N. GREATER INTEGRATION						
1. As boundary changes are made, every attempt should be made to assure greater integration of the schools at all levels.	.....	.....	.....	.....	.....	▶ Aug.
2. Hawthorne School						
a. Develop a program that will implement a magnet school approach to provide for greater integration and special elementary services.	.....	.....	▶ Aug.			

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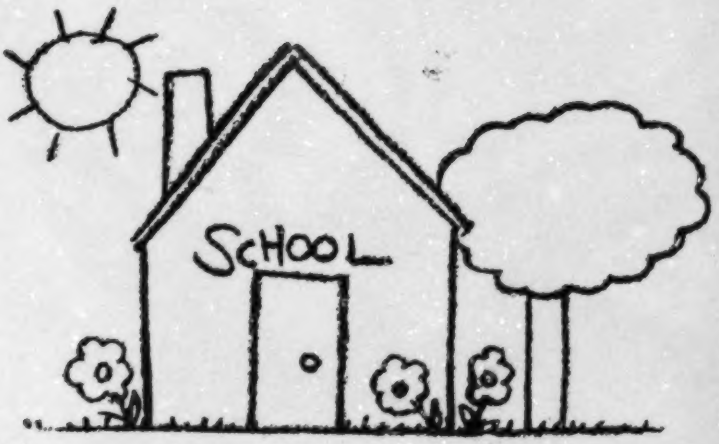
1983-1988
District Goals and Priorities

Elkhart Community Schools, Elkhart, Indiana



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Created in 1966, the Elkhart Community Schools includes a portion of Concord Township within the city of Elkhart, all of Cleveland, Osolo and Washington Townships.

If pressure was money, the Elkhart Community Board of School Trustees would be handling enough to take care of the school corporation budget for many years. Because of the pressure of dwindling resources and declining enrollments the Board and administration developed a Needs Assessment Program designed to elicit community input in developing goals and objectives for the period 1983-1988. This schedule of priorities is a result of the five year process and will serve as a guide for the Elkhart Community Schools in the years ahead. Some of the priorities are ongoing. Some are scheduled for completion within a given time period.

The mission of the Elkhart Community Schools is to provide the best possible education for each individual in the Elkhart Community Schools. The schools operate on a zero reject philosophy. There must be a program for each student.

Dr. Richard D. Miller
Superintendent of Schools

1983

Elkhart Community Schools Goals/Priorities — 1983-1988

Priority Completion Schedule

Priority Item	1983	1984	1985	1986	1987	1988
A. GRADE REORGANIZATION						
1. Realign 9th Grade students to high school		Aug.				
2. Develop curricular changes for Grades 7-8 to be accommodated in three junior high schools and encourage staff input regarding programs to be implemented.		Aug.				
3. Develop curricular program for Grades 9-12 to be accommodated in two high schools.		Aug.				
4. Employ architect to study Memorial space	Feb.					
B. CLOSING OF SCHOOL FACILITIES						
1. Close Lincoln School	June					
a. Reassign students to Cleveland, Hawthorne and Woodland schools	Aug.					
1) Provide two-way kindergarten transportation for Lincoln students only.	Aug.					
b. Encourage open enrollment of Lincoln students						Aug.
c. Sell Lincoln School	June					
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a. All 9th graders in adjusted area enrolled at Brookdale in 1982-83 attend Central H.S.	Aug.					
b. All currently enrolled students at Memorial in adjusted area may complete high school at Memorial			June			
c. New students in adjusted area enroll at Central	June					
D. SCHOOL FUNDING						
1. Continue to develop an effective lobby/informational system to elicit legislator support for some form of local option (income) tax to provide for a means of additional local revenue for educational purposes.						Aug.
2. Develop a program of building renovation for Riverview School and the three junior high schools to bring up to code regarding health/safety/energy efficiency.	Aug.					
a. Develop program for elementary playground improvement.	Aug.					
3. Increase the levy of the cumulative building fund to complete the above projects for a five-year period.	Aug.					
E. TRANSPORTATION						
1. Develop a study committee report regarding elementary transportation for possible dismissal outside secondary school day. Make recommendations to Board.		June				
2. Provide one pilot or trial year of extra-curricular transportation for high school and junior high schools during 1984-85.			Aug.			
3. Provide two-way transportation for Lincoln kindergarten students only.	Aug.					
F. RENOVATION						
1. Riverview School	Feb.					
a. Architect to begin study for renovation to building to provide for energy efficiency and to meet current construction/health/safety codes.						
b. Two section per grade 1-6 plus kindergarten, special education (2), media center, gym, combined art/music/cafeteria.						

Priority Completion Schedule

Priority Item	1983	1984	1985	1986	1987	1988
2. Elementary playgrounds at Beck, Bristol, Cleveland, Feeser, Osolo, Pinewood.						Aug.
3. Junior High Schools			Dec.			
a. Same as 1a above						
b. Study needs related to North Side Gym						
G. OPEN VS. CLOSED HIGH SCHOOL LUNCH HOUR						
1. A modified, possibly shortened, lunch period for both high schools designed to encourage student participation in school-related activities during the noon hour will be developed for implementation.		Aug.				
H. BASIC SKILLS						
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2. Clearer definition of remedial and enriched programs		Aug.				
3. Revision of language arts goals and objectives		Jan.				
4. Monitor classrooms and assist teachers in basic skills instruction.						Aug.
5. Develop computer literacy program to assure proper scope and sequence in Grades 7-8.			Aug.			
6. Study realignment of staff positions into high priority skill areas.						Aug.
I. ELEMENTARY SCHOOL SERVICES						
1. Monitor classroom instruction programs to assure the most productive utilization of allocated classroom time, and study the possibility of lengthening the school day.		Aug.				
2. Provide appropriate inservice training to existing staff to upgrade skills in special areas.						Aug.

Priority Completion Schedule

Priority Item	1983	1984	1985	1986	1987	1988
3. Through building closing and other cost savings, utilize, where possible, realignment of staff positions to provide special elementary services.						Aug.
a. Supervisor of math/science, Gr. 1-8	Aug.					
b. Supervisor of art, Gr. 1-6	Aug.					
c. Supervisor of physical education, Gr. 1-6	Aug.					
d. Reading resource specialist, Gr. 1-6	Aug.					
e. Other specialists in identified areas of need, i.e. social workers, Gr. K-6						Aug.
f. Coordinator of volunteers		Aug.				
J. EARLY DETECTION OF STUDENT NEEDS						
1. Continue to press through home/school communications greater acceptance of parental responsibilities for child development than currently exists.						Aug.
2. Use all available community resources in detecting and addressing student needs.						Aug.
3. As buildings are closed, or when possible, utilize reallocation of existing positions to create social worker positions.						Aug.
4. Utilize all outside funding possibilities to provide additional social services for elementary schools.						Aug.

Priority Completion Schedule

Priority Item	1983	1984	1985	1986	1987	1988
K. PRODUCT EVALUATION						
1. Thoroughly examine current graduation requirements to develop recommendation to Board.			Aug.			
2. Examine the pros and cons of issuing multiple diplomas.			Aug.			
3. Develop a more sophisticated means of assuring the effectiveness of the Elkhart Community Schools' product. The community should be involved in such a process.						Aug.
4. The number and breadth of existing programs must be reviewed and probably reduced in light of the reality of a constrained budget.						Aug.
L. INSERVICE/STAFF DEVELOPMENT						
1. Re-evaluate the role of the school counselor by developing and implementing a position description of the scope, role and responsibilities of the counselor.		Aug.				
2. Implement a teacher evaluation cycle that will be realistic in terms of administrative time, beneficial to involved teachers, and fruitful in terms of improved performance.	Aug.					
3. Utilize block grant and other outside funding sources to develop a meaningful and helpful inservice program.						Aug.
4. Encourage opportunities for certified staff members and the "public" to exchange ideas on the education of our youth.						Aug.
M. COMMUNITY INTERACTION						
1. Provide more opportunity for public use of school facilities.						Aug.
2. Each school will develop an advisory council to meet regularly with the principal about school affairs.						Aug.
3. Continue a strong and expanded specific community communication program.						Aug.
4. Utilize freely the services of the news media to publicize school accomplishments.				Aug.		
5. Realign staff to provide for a coordinator of volunteers to assure the greatest utilization of community assistance throughout the Elkhart Community Schools.		Aug.				
N. GREATER INTEGRATION						
1. As boundary changes are made, every attempt should be made to assure greater integration of the schools at all levels.						Aug.
2. Hawthorne School						
a. Develop a program that will implement a magnet school approach to provide for greater integration and special elementary services.			Aug.			